

Curriculum development and discursive practices: building a training culture around dual diagnosis

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Engaging staff in a process of curriculum development is a necessary, but difficult aspect of ensuring that training needs are being effectively addressed. A need to “reframe” familiar knowledge is not easily assessed by conventional means – discursive practices can act as barriers to the development of a training culture. This paper reviews an attempt to engage clinical staff of mental health and drug treatment services in the development of an innovative training curriculum about dual diagnosis, and comments on the resistance encountered to dominant paradigms being challenged. Finally, some strategies are offered for engaging individuals and organisations in processes of cultural change.